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ABSTRACT

Although bilingual education has existed in this nation's schools since the nineteenth century, during the last two decades there has been a major increase in both the number and the scope of bilingual-bicultural educational programs. This publication seeks to provide a foundation for the coherent, comprehensive development of educational programs for children who speak a language other than English. The philosophy on which the design is predicated is that two languages and cultures are both taught and used as mediums of instruction in a truly bilingual-bicultural education program. The aim of such a program is to enable students to function with equal facility in two languages and two cultures. After setting forth several important considerations, the design presents overall needs and goals for five interrelated elements of a bilingual-bicultural program: instruction, staff development, community involvement, curriculum development, and management. The needs and goals presented were assessed and evaluated by people experienced in developing and operating bilingual education programs in Chicago. The publication includes a selected listing of sources of information and a selected bibliography. Both may be helpful in developing bilingual-bicultural education programs. A copy of the 1973 Foreign Language Survey of Chicago Public Schools accompanies the document. (Author/CLK)

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A COMPREHENSIVE DESIGN FOR BILINGUAL-BICULTURAL EDUCATION

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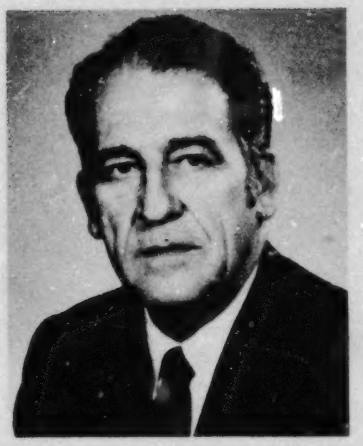

Foreword

It is our special concern that all pupils in the Chicago public schools receive education which is pertinent and immediate to their general and individual needs. In view of the increasing number of non-English-speaking pupils entering the schools today, it has become imperative that bilingual-bicultural education programs be implemented to meet the individual needs of these pupils. For the 1974-75 school year, the Board of Education of the City of Chicago has over 90 bilingual education programs operating in its elementary and secondary schools. Most of the programs are Spanish-English since Chicago has large numbers of residents from Mexico, Puerto Rico, and Cuba. However, Asian, Greek, and Italian programs have been implemented, and proposals have been made for programs in other languages.

This publication provides support for schools and communities in the development of bilingual-bicultural education programs. It is not to be considered as a statement of priorities, since these are appropriately the concern of the individual schools; however, this publication may be of assistance in the development of new programs and the modification of existing bilingual-bicultural designs.

James F. Redmond
General Superintendent of Schools (Acting)

Preface

A major effort of the Department of Government Funded Programs is the encouragement of schools and their communities to establish educational programs and to develop proposals which provide for the special needs of their young people. For the schools and their communities, this involves study, review, and evaluation of relevant needs and available resources. It also requires the development of goals so that the educational results of a program can be measured.

This publication was prepared by the Department of Government Funded Programs especially to assist persons interested in bilingual-bicultural education programs. It is hoped that it will serve as an incentive as well as an aid.

James G. Moffat
Assistant Superintendent of Schools

Introduction

The intent of this publication is to formulate a rationale and philosophy concerning bilingual-bicultural education and to lay a foundation of basic elements to be considered by committees when designing a bilingual-bicultural program. Included in the publication are five interrelated components to effect a comprehensive program design: instructional, staff development, community, curriculum, and management components.

This design does not present developed and specific bilingual-bicultural programs; nor does it offer models. It does, however, offer those needs and goals assessed and evaluated by many people personally involved and committed to the development of quality bilingual education to serve children in Chicago.

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A preliminary draft for this design was distributed to communities in Chicago with large numbers of non-English-speaking residents; school staff members, councils, and parents; officers and selected members of non-English-speaking citywide organizations; and city, state, and federal legislators. An evaluation instrument accompanied each preliminary draft of the design for the reader to complete and to return to the Board of Education. Staff carefully reviewed the feedback. All comments received consideration.

Statistics and listings pertaining to pupils with a language deficiency and bilingual-bicultural education programs in Chicago are included in a pocket attached to the design's inside back cover.

This information will be revised periodically and may be obtained from the Bureau of Special Language and Bilingual Programs, Department of Government Funded Programs, Board of Education, City of Chicago, 228 North LaSalle Street, Room 1113, Chicago, Illinois 60601.

This design can be of service in the development of proposals for bilingual-bicultural programs by individual schools, districts, areas, and central office departments.

In the Chicago public schools, proposals for bilingual-bicultural education programs may be transmitted through appropriate channels to the Department of Government Funded Programs throughout the year. The department provides materials for proposal writers to assist them in preparing proposals correctly. The materials explain proposal format and offer information on conducting a needs assessment, developing objectives, constructing procedures, designing instruments to evaluate the programs, disseminating informational materials, and preparing budgets. Some funding sources such as the state-supported bilingual education programs have special guidelines which are also available from the Department of Government Funded Programs. Samples of proposals which have been submitted to the department for various funding agencies can be reviewed in the department's resource library. Pertinent materials are also available in the department's Division of Program Audit and Proposal Development and Bureau of Special Language and Bilingual Programs.

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Part One

PURPOSE OF BILINGUAL-BICULTURAL EDUCATION

Rationale

In the United States today, there are millions of children and adults trying to live and function within a cultural and linguistic mainstream new to them. For the adults who are already oriented to a way of life and whose range of responses is organized around familiar cues, the process of adapting to a new environment can be very difficult. For the children who are thrust into a new set of living and learning conditions before they have fully learned the language and ways of their native culture, the results can be devastating. The new setting threatens and often destroys the children's personal growth and self-concepts. Former sources of support are gone. The familiar cues previously used to respond to the environment are no longer available, and parents not yet in tune with the new culture and language face similar problems and can be of little help to the children.

For the children, the transition from home to school is often drastic and brings about even greater feelings of insecurity. The children seldom know English when they enter school and thereby lack the most important tool for learning: language. They are caught between two cultures and two languages, neither of which seems readily accessible.

Bilingual-bicultural education represents a realistic approach toward meeting the needs of these children. It involves instruction in two languages: the children's native language and the English language. This method can prevent the children from lagging in school performance until sufficient English is mastered. It will also result in a broader education for the children as they develop literacy in two languages. In addition, bilingual-bicultural education involves the study of the two cultures in order to enable the children to acquire norms, values, attitudes, and skills consistent not only with their new environment but also with their native culture. Through this type of study, the children will develop and maintain self-esteem and real pride in both cultures.

Bilingual-bicultural education makes many contributions to the community at large. It provides a basis for equal opportunity among all people, and, therefore, for contributions to the community from all people. It advocates respect and understanding among all groups, resulting in workable and trustworthy relations. Most important, bilingual-bicultural education contributes to the making of a generation that appreciates the fact that it takes the contributions of many people in a pluralistic society to enrich the quality of life in the United States.

Philosophy

Bilingual-bicultural education is not merely using the first language of the pupils as a bridge to the second language and then eliminating the first as proficiency in the second language is attained (i.e., transitional bilingualism). Rather, it is the total development of the pupils bilingually so that they can function to the best of their own capabilities in two languages (i.e., maintenance bilingualism): their native language and the target language. Bilingual-bicultural education does not cut the educational program in half nor leave anything out of the general curriculum. It comprises a complete program with the added use of two languages as a means of instruction in any or all parts of the curriculum. And since language is related to a people's culture, it follows that a bilingual education program will include the study of two cultures--a bicultural component--in its activities.

To sum it up briefly, the whole of a bilingual-bicultural education must include: (1) Learning of the basic skills in the first language, (2) Language development in the first language, (3) Language development in the second language, (4) Subject matter taught in the first language, (5) Subject matter taught in the second language, (6) Study of the cultures related to the two languages, and (7) Development of a positive self-image among the pupils in the total process.

Considerations

Interrelated in the design of a bilingual-bicultural education program are the following components:

An Instructional Component which provides for the individual needs of the pupils, using curriculum materials which reflect the cultural background of the participants.

A Staff Development Component which encourages continuous teacher-training in bilingual-bicultural education to provide a school program that is viable and relates to the needs of the pupils and the community.

A Community Involvement Component which involves parents and other community members in school-related functions.

A Curriculum Component which considers the special interests and needs of the pupils and stresses language and culture studies as well as the development of positive self-concepts.

A Management Component which maintains responsibility for implementing and administering bilingual-bicultural education programs.

In considering the Instructional and Staff Development components, it should be remembered that teachers--even when they have had many years of successful teaching experiences--often feel unsure of what instructional techniques and curriculum materials they should use in their bilingual classrooms. The following are suggestions which should be considered fundamental to any bilingual program. Some of the suggestions are new and must be tried before a teacher will feel confident with them. Also, some of the suggestions are based on traditional axioms in education and have merely been adapted to bilingual education.

Each child will bring a large variety of concepts to school and at least one language complete with sound system, grammar, and vocabulary. The teacher should accept the child at this level and build upon these capabilities.

The child's native language should be used not only to teach him more about this language, but also to teach him about other things.

A second language is not "caught" by mere exposure. Effective and efficient second-language teaching requires a sequential and systematic presentation of structural elements with pupils of all ages.

Where the child's native dialect differs in some respect from the standard ("classroom") form of the language, effort should be made to avoid stigmatizing the child's native forms. Second-language teaching techniques can be used to help the child develop fluent control over the classroom dialect.

The construction or selection of instruction materials and evaluative measures should be based, where possible, on a contrastive analysis of the native and target languages.

Direct instruction in two languages should be at different periods of the day to discourage translation-type learning.

Provision should always be made for different rates of learning and different levels of experiences, interests, and attention spans.

Children need many opportunities in different types of situations to practice understanding and speaking the new language. All of these situations, even language drills, should have meaning.

Learning a new language involves learning a new skill, acquiring a new set of habits. Incorrect responses should be minimized and corrected by having the pupil repeat after the teacher-model. Children enjoy the discipline involved in language

drills; drills which are essential for the reinforcement of new linguistic habits.

A child's success in learning a new language will be largely dependent on his need to know it and his desire to identify with the group that uses it. His motivation is a crucial component and should not be neglected.

A Curriculum Component should consider four basic content areas: communication, environmental concepts and relationships, creative expression, and abstract concept development. Communication involves understanding and producing two languages and the eventual development of reading and writing skills; environmental concepts and relationships include the study of social and physical surroundings; creative expression includes both art and music; and abstract concept development includes mathematical concepts, abstractions such as "same" and "different" and the knowledge of letter names.

Since reading forms the basis for subsequent education, success in reading is perhaps the single most important goal in primary education. One of the chief weaknesses of monolingual education programs is that they do not allow a child to begin reading in the language in which he has developed oral competence--unless it happens to be English. The child should begin reading in his dominant language. The child who learns to read first in Spanish or Navajo may have a definite advantage over the child who must learn first in English. The writing system of English is not regular, and children must learn that a single sound may be spelled in many different ways. The writing system of Spanish and that which has been developed for Navajo are very regular with close correspondences between sounds and letters. The child's ability to recognize the relationship between sound and symbol is a major factor in his success in initial reading instruction. The child who learns to read his native language before reading English will not be learning to read twice. The basic skills of reading transfer readily from one language to another. Indeed, the child will become literate in two languages, and this is an advantage which might be denied if he began reading only in English.

Social studies and science concepts can be developed rapidly in the dominant language of the child (although greater flexibility is possible in this area of the curriculum). Concepts may be developed through the native language and then reinforced in the second language, or the language of the home may be used to study topics related to the home and community and English used for discussing the school environment. The availability of instruction materials in each language will influence this linguistic division.

Art and music are areas where the cultures of the community can most readily be brought into the classroom and where both languages can be involved at different times. It is important to help a child understand and respect his own cultural heritage. This will enhance his development of positive self-concepts. In addition, school displays and assemblies of ethnic art and music will enable all pupils to understand the cultural

heritage of others in the community, and this will help deter the formation of negative stereotypes and prejudices.

Computational skills should be developed in English. Pupils continue to perform basic mathematical processes in the language in which they were first learned, and more advanced courses in mathematics will probably require the use of English.

A Community Involvement Component is essential to the success of a bilingual-bicultural education program. The factors involved in this component are multiple and have their bases in the children themselves, in their homes and communities, and in their schools. Basically, the success of a school's program depends on the support it receives from the community. By involving parents and other community members in the operations of a bilingual-bicultural education program, the school will improve interrelationships and understandings which affect the education of its pupils.

Parents and community members can be invited to observe classes and assemblies, chaperone field trips, and assist the teachers in tutoring individual children. Community persons may also qualify to serve as teacher aides, school-community representatives, clerks, and other staff members. A more formal involvement of the community in the program would be through participation in an advisory council. In Chicago, a local advisory council is mandated for each bilingual education center and a citywide advisory council is being formed with representatives of various ethnic groups.

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Included in a Management Component are the two important areas of dissemination of information and evaluation.

Dissemination of information about the school's bilingual-bicultural education program is related to the Community Involvement Component. Through circulated brochures and other printed matter, parents and community members can be made aware of the program, resulting in their support and participation. Other methods of dissemination may include speeches or presentations at meetings of parent groups, civic organizations, community groups, or educators. Articles can be written and sent to community and city daily newspapers, local radio and television stations, and professional journals. Open houses, visits, and similar activities also can be planned.

Evaluation facilitates the development and direction of bilingual-bicultural education programs. It involves the selection, collection, and analysis of information needed to appraise the programs. In addition, the evaluation process involves the reporting of information to appropriate decision-makers and interested members of the community.

In the Chicago public schools, the Division of Special Psychological Services (Bilingual-Bicultural), Bureau of Child Study, provides supportive services to pupils whose primary language is other than English. These services are in compliance with a law passed by the State of Illinois in September 1971 to the effect that --

> No child who comes from a home in which a language other than English is the principal language used may be assigned to any class or program under this article until he has been given, in the principal language used in his home, tests reasonably related to his cultural environment (P.A. 77-716,77-1523).

Both the law passed in Illinois and the services provided in Chicago public schools are based on the premise that a psychologist will be able to make a better assessment of a child's learning ability, his school performance, and his behavior in general if his primary language and his cultural background are the same as the child's. In the Chicago public schools, services include individual psychological evaluations conducted in at least six different languages by bilingual-bicultural psychologists whose primary languages are Chinese, Greek, Polish, Russian, Spanish, and Yugoslavian. Of the psychologists, the Spanish-speaking are the largest group and represent at least six different Latin American countries.

In providing for individual evaluations, the psychologists administer intelligence and achievement tests, hold pre- and posttest conferences with teachers and parents, and contact agencies or community resources to whom a child is previously known. Many children with special needs are identified in this manner. A perceptually handicapped child is referred to a learning disabilities program; a potential dropout who is not achieving success in school is referred for special tutoring; and other children, depending upon individual needs, are referred to a TESL program or an instructional program involving work experiences. Gifted pupils, as well as the mentally handicapped, are identified and recommended for placement in programs where their needs may be met in the best manner possible.

Also in the Chicago public schools, a Bilingual-Bicultural Unit in the Division of Research and Evaluation, Department of Government Funded Programs, provides technical assistance to local bilingual education centers in the implementation of evaluation procedures. Specific services include reviewing proposals for program objectives and procedures; planning and implementing a comprehensive evaluation design; developing, adapting, and field-testing evaluation instruments; explaining procedures for the selection of program and comparison-group participants; conducting evaluation inservice sessions; and performing on-site visits.

Definitions

Bilingual education is the teaching of two languages and using them as mediums of instruction in any or all parts of the curriculum. Since language is inextricably bound to culture, the study of both cultures is integral to bilingual education.

Michael Pool of the Texas Education Service Center explains what bilingual education is and is not as follows (reprinted by permission of the author):

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Bilingualism is the ability to understand and to communicate in two languages. Bilingualism varies from minimal comprehension of a second language to equal proficiency, at a high level of skill, in two languages.

One is said to have bilingual balance when his skills in both languages are essentially similar. In a situation where there is greater facility in one of two languages, the term linguistic dominance is used.

The speaker's first language is referred to as native language, home language, vernacular, or mother tongue.

The speaker's second language, or the language to be mastered, is referred to as the target language.

A language not commonly spoken in a given community is a foreign language.

Monolingualism (or unilingualism) is the ability to understand and communicate in only one language.

Multilingualism (or polyglotism) is the ability to understand and communicate in two or more languages.

Biculturalism is the understanding and appreciation of two cultures and the ability to function easily in either one.

Cultural pluralism is the maintenance of one's cultural heritage while adhering to the social norms and standard responsibilities of another national group.

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Part Two

DESIGN FOR BILINGUAL-BICULTURAL EDUCATION

Overall Needs

A comprehensive bilingual-bicultural education program provides services for an entire school population, from preschool through high school, in a target area and encompasses the following categories:

Students

Bilingual students with various degrees of skills and competencies in each language

Monolingual students whose language is English

Monolingual-bicultural students whose language is English and who live in a neighborhood where they and the majority of the families have a similar cultural background

Monolingual-bicultural students whose language is English and who live in a neighborhood where the majority of the families have a cultural background different from that of the students

Monolingual students whose language is one other than English

Monolingual students whose language is one other than English and who live in a neighborhood where the majority of the families are non-English-speaking but speak a language that is different from that of the students

Students with Special Needs

Potential dropouts

Students requiring instructional programs with work experiences

Students who have dropped out of school but wish to continue instruction in a nonschool setting, e.g., outpost centers

College-bound students who require college preparatory programs and other youths who need career-development programs

Exceptional children, including not only the mentally, physically, and emotionally handicapped, but also the gifted

Staff

Administrators, teachers, and auxiliary staff who understand and believe in the philosophy of bilingual education and are willing to work together to implement bilingual education programs

Teachers skilled in teaching two languages to students who may have no background in or knowledge of one of the languages or who may have extended and sophisticated language skills in both languages

Teachers skilled in relating to students, staff, parents, and community members of different cultural and ethnic backgrounds

14 Teachers skilled in preparing and developing instruction materials and curricula for bilingual children

Teacher aides oriented to varied classroom routines and procedures through preservice and inservice

Parents

Parents who understand the services and distinctive features of their children's school, district, and area

Parents who are helping their children make a satisfactory adjustment to school

Parents who actively participate in school functions

Curriculum

Curriculum which considers the special interests and needs of bilingual students and is adaptable to a bilingual education program

Curriculum which stresses language and culture studies and conceptual development

Curriculum which helps bilingual students to develop self-confidence and an interest in continued education

Management

Management that is constantly aware of the needs of bilingual communities

Management that works toward maintaining a bilingual and bicultural professional and nonprofessional staff in the field and the central office

Management that initiates changes in existing educational structures, including bilingual education programs, as deemed necessary

Management that encourages teachers to become properly trained in bilingual education

Management that provides or seeks resources to provide paraprofessions with a career lattice and social mobility opportunities

Management that seeks evaluation instruments appropriate to the cultures and languages of the students

Overall Goals

To improve student proficiency in listening, speaking, reading, and writing in both the native and the target language

To improve individual student achievement in basic subject areas, using native and target languages

To assist each student in developing a positive self-image and to help him in planning, formulating, and achieving worthy and realistic goals with increasing self-direction and self-confidence

To provide students with knowledge and appreciation of ethnic history and culture, and thereby to encourage the exploration of cultural alternatives within the context of a culturally democratic environment

To provide comprehensive supportive services to the students which include medical, nutritional, guidance and counseling, tutorial, psychological, and social work components

To provide the schools with personnel who are able to maintain an appropriate instructional program for bilingual-bicultural students

To improve skills among staff which will enable them to adapt existing materials and create new ones to meet the special needs of bilingual-bicultural students

To increase staff opportunities for higher education by seeking special assistance and fellowships for teachers

To improve dialogue and cooperation between the various ethnic groups in the schools and communities

To provide adults with opportunities to pursue a program of instruction related to the bilingual education program through the cooperative efforts of schools and related agencies

To update curriculum in order to meet the special needs of the bilingual learner

To provide alternative courses of study in the curriculum so that students will have options in selecting their careers and related studies at the high school level

To cooperate with local colleges and universities in the development of bilingual curriculum, teacher-training procedures, and research and evaluation techniques

To encourage colleges and universities to enroll an increasing number of bilingual-bicultural students and to provide the students with counseling services geared to prevent dropping out of school

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Comprehensive Design

1. Instructional Component

A. Classroom Services

Need:

Implementation of strategies for teaching students at all levels which stress--

individualizing instruction

lowering the teacher-student ratio in the classroom

diagnosing individual student needs

Goals:

To maximize the students' opportunities for success in school

To involve parents in the teaching-learning process in the schools

To foster success in learning situations by using verbal and non-verbal reinforcements

To utilize programmed and individualized instructional services

To enable non-English-speaking students to progress through the educational program at rates commensurate with their ability

To encourage students to participate in the general community

To improve the students' functional learning ability levels and basic skills in all content areas and in both languages

To improve instruction which gradually increases in difficulty in accordance with each student's rate of learning

To motivate students to pursue opportunities for higher education

Need:

Instructional programs which stress cultural reinforcement through--

recognizing the values of the students' home culture, ethnic heritage, and identity and self-esteem

providing data about other cultures while developing student skills which will enable them to understand and appreciate cultural similarities and differences

exhibiting attitudes, values, traditions, and orientations based on different ethnic cultures

Goals:

To demonstrate an acceptance of the students' native language and culture by using both languages freely and openly in the teaching-learning process

To develop within the students a feeling of pride in their native language and heritage

To develop responsible behavior, feelings of self-worth, and respect for others

To demonstrate knowledge of and respect for other cultures

Need:

A flexible approach in the instructional program that provides

for--

student, faculty, and community input

modification in order to incorporate the cultural characteristics of bilingual-bicultural students

Goals:

To help students develop the ability to cope with structured and unstructured situations

To prepare students to live productively in a dynamic and changing world

To initiate positive change rather than reinforce constraints identified with a traditional program

To offer educational programs that are compatible with the characteristics of the learner

To enable students to function as bilingual-bicultural individuals

Need:

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An instructional program that emphasizes process as well as content

Goals:

To provide students with alternative educational programs

To develop cognitive, affective, and psychomotor skills

To systematically expand and reinforce modes of communicating, relating, thinking, perceiving, remembering, and problem solving

To systematically expand and reinforce modes of attending, rating, organizing, and characterizing a value system

B. Supportive Services

Need:

Guidance and counseling services for students and their parents that include procedures for--

diagnosing and treating early mental and/or physical health problems and preventing serious problems from developing

meeting students' personal, vocational, college, and career needs

Goals:

To instill pupils with self-respect, confidence, and the desire to remain in school

To instill parents with an awareness that some children must be given additional encouragement in accepting responsibility and independence

To assist students in making a transition from the elementary school to the high school

To motivate students toward self-evaluation and self-direction

To encourage students to raise their levels of aspiration

To provide incentives for learning so that students will remain in school and thereby reduce the dropout rate

To provide students with career-development experiences

To consult with parents on the students' progress in school

To involve industry, government, and other resources in the community in establishing full-time and part-time employment for high school students who choose to terminate their education or to go to school and work on a part-time basis

Need:

Evaluation instruments that are appropriate to the students' cultures and languages, including diagnostic and achievement tests and individual and group tests

Goal:

To adequately assess the readiness, functional ability, and achievement levels of individual students for purposes of identification, placement, and remediation

Need:

Broadened learning experiences to supplement classroom instruction

Goals:

To develop media centers with books; records, manipulatives, films, and other audiovisual aids; and discovery materials in

both languages of the students and pertaining to their native cultures

To utilize instructional television and radio programs produced for bilingual-bicultural students in order to cover various aspects of the curriculum and life in general

To utilize outdoor education programs, field experiences, and bus trips to theaters, museums, and similar places of educational interest

To cooperate with youth organizations and centers in planning outside activities in both the native and target languages

To encourage bilingual-bicultural representatives of businesses, professions, and the fine arts to speak with students, in and outside of school settings

Need:

Services that consider the students' physical and mental health, nutritional needs, and economic well-being in order to ensure their attendance and success at school

Goals:

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To cooperate with health agencies in order that student illnesses may be diagnosed and treated

To provide students with breakfast and lunch programs, offering nutritious and well-balanced meals prepared in the style of their cultural background as well as in the style of other cultures

To cooperate with other agencies that provide needed supportive services

2. Staff Development Component

Need:

Recruitment and training of bilingual-bicultural persons, sensitive to the unique educational needs of bilingual-bicultural students and their families, to serve in line and staff positions at all levels

Goals:

To provide administrative personnel to coordinate bilingual education programs

To provide professional staff in the various departments of the Board of Education

To provide staff to serve as classroom teachers, teacher-social workers, teacher-librarians, coordinators of media and resource centers, counselors, adjustment teachers, psychologists, speech therapists, and teachers of exceptional children

To provide paraprofessional personnel to serve as teacher aides and supportive services staff

To provide communications personnel to serve as secretaries, translators, and editors to help organize and disseminate information

To provide receptionists and secretaries in the Board of Education's offices to relate to bilingual parents and to assist bilingual persons who apply for positions

To provide other personnel to serve as clerks, lunchroom aides, and maintenance staff

Need:

Preservice and inservice education on a continuing and regular basis

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Goals:

To improve relationships between people: teacher-child, teacher-teacher, teacher-paraprofessional, teacher-parent, teacher-administrator, and staff-community; emphasizing the recognition of and respect for similarities and differences in the cultural backgrounds of all ethnic groups and races

To improve specific language skills needed by the staff for the teaching of non-English-speaking children

To improve staff understanding of the philosophy behind bilingual education, thereby increasing commitment to programs in bilingual education

To improve research, evaluation, and test-development skills, with an emphasis upon teacher-made tests and the utilization of test information

To improve skills in classroom management

To improve staff understanding of the student's native language skills being an important part of his personality development

To improve staff awareness of the urban problems and the special adjustments that confront new arrivals in the city

Need:

Opportunities for professional growth

Goals:

To plan and develop programs germane to the special needs of various schools and communities

To encourage and assist qualified personnel who are teaching bilingual programs to pursue graduate and postgraduate study

To encourage colleges and universities to initiate and/or to expand courses in bilingual education

To implement a career lattice for paraprofessional personnel

To gain knowledge and understanding of the educational systems of other countries

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3. Community Component

Need:

Improvement of school-home-community relationships

Goals:

To involve parents in the formal education of the children at all levels

To encourage greater parent-teacher interaction on both a formal and an informal basis

To structure advisory councils in such a manner that unfamiliarity with English is not a barrier to participation

To provide parents with orientation sessions before the opening of school and throughout the year, as necessary

Need:

Aid to parents in guiding and counseling their children by--

working with parents to show them ways in which they may help their children at home with school work

informing parents of approaches that may foster the intellectual, social, and emotional development of their children

Goals:

To include parents as members of a support team with other adults involved in counseling situations

To develop a local school manual in two languages, written jointly by parents and school staff, to assist in guiding and counseling children, especially in such areas as--

sharing feelings between parents and children

building upon a family tradition that values education and stimulates the children's awareness of their potential for further education

To encourage the formation of groups of parents and children who will identify and discuss universal family problems, concentrating on those involving interrelationships among members of a family or household

Need:

Increased skill among community members in coping with--

social and personal problems

further growth and development

specific community problems that relate to safety and health

problems that may be corrected through improved communication skills

Goal:

To encourage appropriate institutions and agencies to offer adult classes during days and evenings that include--

adult basic education

vocational courses

home economics courses

language mastery courses in the native and target languages

effective public-speaking courses

courses that identify particular talents and interests

other courses for which members of the community express a need

Need:

Cooperative planning with community agencies in implementing and facilitating social, psychological, and health services for the community

Goals:

To obtain adequate clothing and emergency baby-sitting services from cooperating agencies for students and their families when necessary and especially when this will encourage students to continue in school

To cooperate with agencies which provide varied services

4. Curriculum Component

Need:

Development of a series of learning experiences emphasizing materials, sequential learning steps, and human values which are particularly meaningful to the students

Goals:

To recognize the contributions of cultural pluralism by adapting and modifying the curriculum to reflect the achievements and accomplishments of ethnic groups

To develop curricula which correspond with student age levels, interest levels, and developmental levels in a sequential progression for all content areas

To augment the students' experiential background through a sequential program of school readiness activities

To develop materials in relation to the immediate environment in which the students live, as well as in relation to their cultural and linguistic backgrounds

To develop bilingual-bicultural materials in all disciplines in order to enhance self-concepts and to increase aspirational levels among the students

To improve the students'--

social awareness

interactions with students from other cultures

cultural development

skills in target and native languages

skills and knowledge in the content areas which are studied in both languages

Need:

Adaptation of curricula for bicultural students who have a limited knowledge of English, including--

business and vocational education courses

home economics and consumer education courses

practical arts and technical subjects

family life and sex education courses

drug abuse programs

Junior Great Books programs; inquiry programs, such as Law in American Society; and discussion programs

Goals:

To develop curricula in the native language of the students and materials which would implement such curricula

To utilize bilingual-bicultural materials developed in other states and countries as instructional resources and reference materials

To provide greater opportunities for student involvement in cooperative programs jointly sponsored by the Board of Education, business, industry, and unions that provide meaningful work-study experiences

5. Management Component

Need:

Improved or expanded mechanisms within the school system which

will better achieve the goals of bilingual education programs

Goals:

To coordinate services between the schools, districts, areas, and central office

To improve communications and to disseminate ongoing and innovative information about educational programs and school services in the native language of the communities

To compile more detailed statistical information and demographical data about the students and parents living in bilingual-bicultural communities

To increase appropriations for school materials and supplies to meet the special needs of non-English-speaking students

To secure personnel from universities and agencies to assist in consultant capacities

To continue to provide bilingual education programs in the school system on a locally funded basis

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To disseminate information about diversified job opportunities which are available to students and adults

To initiate guidelines permitting students to remain in a school even though they have moved into another school attendance area

To compile information on school dropouts in specific ethnic groups in order to determine if the language factor is directly attributable to the dropout rate

Need:

Modifications in certification and placement procedures

Goals:

To evaluate and validate degrees or credits earned in other countries through a cooperating university that will review each candidate and his credentials through procedures established by appropriate associations

To continue the practice of suitable placement of bilingual-bicultural personnel with special emphasis upon the language skills of the individual

Need:

Vigorous teacher recruitment procedures for bilingual education programs

Goals:

To provide sufficient staff to ensure achievement of the goals of bilingual education

To encourage monolingual English-speaking personnel, particularly teachers, to learn the other language used in the bilingual education programs of their schools

To train supportive personnel for special positions such as curriculum writers, coordinators of bilingual education programs, liaison officers between the school and home, and researchers and evaluators to construct testing instruments and conduct evaluation research

Need:

Expansion of a comprehensive organizational structure within the system to facilitate implementation of programs that meet the many needs and objectives of bilingual education

Goals:

To provide total bilingual education schools in communities where they are needed and desired

To provide preschool and primary one through three bilingual centers for children three to eight years old as well as classes for their parents

To provide middle school bilingual centers for grades four through six

To provide upper grade bilingual centers for grades seven and eight

To provide high school bilingual centers for grades nine through twelve

To provide other diversified organizational structures with programs emphasizing the different aspects of bilingual education such as--

reorientation and summer camp programs for children who attend monolingual schools but wish to make a smooth

transition to a bilingual program of instruction at any level or cutoff point

orientation classrooms to accommodate new arrivals who have a limited knowledge of English

alternative educational facilities for adolescents who have dropped out of school but who wish to return for instruction in a non-school setting

home start programs for non-English-speaking families

learning laboratories at each level to train staff who will work in bilingual-bicultural programs

resource centers in the areas to provide bilingual schools with requested materials and services

training laboratories in the areas to train substitute teachers who will serve at schools where there are bilingual programs

staff renewal centers

28 Need:

Valid, reliable, and objective evaluation, research, and testing instruments including the following:

For students--

ability tests in the native language

diagnostic tests in the native language

language-dominance tests

verbal and non-verbal instruments to study the effects of bilingual education

For communities--

a survey of community needs by an outside resource agency with trained staff to perform the interviews

For management--

instruments or procedures for evaluating the professional growth of bilingual-bicultural teachers

an effective instrument for testing instruction strategies

a design for developing and field testing valid and reliable instruments for pretest and posttest evaluations

research on the impact of bilingual education on the language usage of students and the effect it has on their development of positive self-concepts

Goals:

To obtain data on internal evaluation that will assist in decision-making

To conduct--

context evaluation which is concerned with providing information about the context or setting within which an educational activity is taking place

input evaluation which has to do with decision alternatives and their relative worth

process evaluation which is related to the implementation of selected alternatives

product evaluation which is concerned with final outcomes

To identify crucial instructional areas of bilingual-bicultural education

To measure teachers' skills in crucial areas of bilingual-bicultural education

To seek the cooperation of universities in assisting in all aspects of research, evaluation, and program development in bilingual-bicultural education programs

To conduct studies to determine which educational programs have a positive influence in increasing the holding power of the schools

Need:

Coordination of community strategy to procure planning grants and special funding

Goals:

To select sites, land, buildings, and other property which may be recommended for bilingual-bicultural education centers

To make a comprehensive demographical study of the bilingual-bicultural communities

To establish coordination of bilingual education programs and services

To sponsor and provide funding for preservice and inservice training

To enable qualified personnel to pursue advanced studies in the many aspects of bilingual education

Part Three

OVERVIEW OF BILINGUAL - BICULTURAL EDUCATION

Bilingual Education in the United States

Although English is the native language of the United States, originally it was only one of the languages, together with French, Spanish, and Dutch, brought to the colonies by the settlers.

During the nineteenth century, bilingual schools flourished in the Midwest and other areas. A form of bilingual schooling originated in Cincinatti in 1840. In New Mexico, the Spanish language had equal constitutional status with English and was in actual use as an official state language.

Prior to World War I, German, French, Spanish, Czech, Italian, Polish, Dutch, and Scandinavian languages were occasionally taught in public and nonpublic elementary schools. A million children were estimated to have benefited from these pre-World War I bilingual programs.

After World War I, restrictive legislation and other measures were imposed to enforce a policy of "English only" in schools and institutions. During World War II, however, the United States Army recognized the need for combined foreign culture and language studies, and bilingual-bicultural programs were implemented. Nevertheless, at the end of World War II, the recognition given those who possessed non-English-language resources subsided.

Until the 1960's, bilingual education was still in the "dark ages" in the nation's public schools. More than 20 states--some with the largest non-English-speaking populations in the country--had laws requiring all teaching in public schools to be in English. In seven states, a teacher risked criminal penalties or revocation of his certification if he did not teach in English.

Bilingual education programs in the nation's public schools have been expanding since 1963. This was the year a completely bilingual education program was successfully launched in the Coral Way School, Miami, with the aid of public and private foundation funds. The program was implemented by the Dade County, Florida, Schools to meet the educational needs of the children of Cubans who were rapidly moving into Miami.

By 1964, two approaches to bilingual education were begun in Texas: one in the Nye School of the United Consolidated Independent School District in Webb County, outside of Laredo, and the other in the San Antonio Independent School District.

By 1967, 21 states had bilingual education programs concerned with the Spanish, Portuguese, and French languages. Of the American Indian children, 80,000 speaking Navajo, Pomo, Cherokee, and other Indian languages were enrolled in bilingual federal, mission, and public schools.

A major influence in the growth of bilingual education and the commitment on the part of the federal government to the cause was the passage of the Bilingual Education Act of 1968 which became Title VII of the Elementary and Secondary Education Act. This act, while affirming the primary importance of the English language in the nation, recognizes that the use of children's native language in school can have a beneficial effect upon their education.

With the passage of the federal Bilingual Education Act came the recognition that Puerto Ricans, Mexican-Americans, Asian-Americans, American Indians, and other foreign-language children were being shortchanged and neglected in the American educational process.

In December 1971, Massachusetts became the first state to have mandatory bilingual education programs for non-English-speaking pupils. A state law required every school system with 20 or more children of limited English-speaking ability to provide a transitional bilingual education program. The Massachusetts children are enrolled in classes in which basic subjects are taught in their native language. As their proficiency in English increases, they are transferred to classes taught in their second language.

Other states followed Massachusetts by either passing laws on the issue or issuing guidelines for programs that provide for bilingual programs without legislation.

In January 1974, in a 9-0 decision, the U.S. Supreme Court ruled that non-English-speaking students have a legal right to special bilingual instruction to help them attain proficiency in English.

Writing the majority opinion, Justice William Douglas stated that--

> Under these state-imposed standards there is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.

Since the Supreme Court has ruled that public schools have a duty to provide special language instruction for students who do not understand English, a greater expansion of bilingual programs throughout the United States during the 1970's is anticipated.

Bilingual Education in Chicago

Bilingual education programs are a priority concern of the Chicago public

schools in its goal to provide educational services that meet the needs of its large and diversified student population.

On December 12, 1973, the Board of Education, City of Chicago, adopted a Resolution (see appendix) regarding the education of the non-English-speaking child. In part, the Resolution stated that--

> The Chicago Board of Education strongly endorses the concept that the cultural and linguistic diversity of our nation constitutes a historic heritage to be recognized, respected and understood as a positive value by all our public institutions, and in particular by the Public School System. This recognition of the inherent worth in all of our distinct ethnic traditions must find expression in our policies and practices, including student evaluation, teacher training and certification, and budgetary allocations. (Board Report 73-1382)

Programs for the non-English-speaking have been in existence in Chicago for half a century, considering that adult education classes were started in the Chicago public schools over 50 years ago. Classes in Teaching English as a Second Language (TESL) were initiated in the Chicago public schools over 20 years ago.

In 1969, the Chicago public schools moved in a new direction to provide services for its non-English-speaking students.

A board-funded bilingual project was started to test the effectiveness of bilingual education, and during the 1969-70 school year, six projects were funded through ESEA Title VII in the Chicago public schools.

The following year, 1970-71, the State of Illinois began its funding of bilingual education programs. Five new projects were added to the existing federal programs.

Eight more projects, three federal and five state, were implemented in 1971-72. Two ESEA Title III Community Bilingual Centers were also funded that year.

In addition to continuation of the previously funded state projects, the State of Illinois funded 11 new projects for 1972-73.

In 1973-74, new projects were made available for the first time for non-English-speaking pupils other than the Spanish-speaking: the Greeks, Chinese, and Italians. During the same school year, there was an expansion of bilingual centers for Spanish-speaking students. A total of 39 new bilingual projects were initiated. During the 1973-74 school year, 72 bilingual-bicultural centers served pupils. Over 90 are in operation for 1974-75.

A true measure of bilingual-bicultural education, however, cannot be attained merely by noting the development of distinct bilingual-bicultural

centers. Services and learning activities for bilingual-bicultural pupils must be added to the total educational effort: at the individual classroom level and extending to all development and administrative levels in the school system. Examples of such developments in the Chicago public schools in recent years include--

Bilingual radio and TV instructional programming for Spanish-speaking pupils

Bilingual units for instructing youngsters in the Right to Read Program

Specially developed Spanish language materials for schools implementing the Continuous Progress Program

Distinct bilingual instruction units and inservice for the teachers of schools participating in the Intensive Reading Improvement Program

Extensive development of curriculum units designed to enable the classroom teacher to implement bilingual instruction more effectively

Creation of a division in the Department of Curriculum and a bureau with two divisions in the Department of Government Funded Programs for the administration of bilingual services

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Expansion of human relations services and activities.

In addition to these efforts, which involve the entire school district, the Chicago public schools recommend that bilingual-bicultural services and programs originate at the local school level, especially in the instructional program and learning activities implemented by the classroom teacher.

Part Four

APPENDIX

Resolution

The following Resolution was adopted by the Board of Education of the City of Chicago (Board Report 73-1382) on December 12, 1973.

1. The Education of the non-English-speaking child.

1.1 The Chicago Board of Education strongly endorses the concept that the cultural and linguistic diversity of our nation constitutes a historic heritage to be recognized, respected and understood as a positive value by all our public institutions, and in particular by the Public School System. This recognition of the inherent worth in all of our distinct ethnic traditions must find expression in our policies and practices, including student evaluation, teacher training and certification, and budgetary allocations.

1.2 The Chicago Board of Education recognizes bilingual education as an expression of the principles stated above, and as an effective vehicle for granting the non-English-speaking child his full measure of access to an equal educational opportunity as required under our State and Federal Constitutions and our Statutes.

1.3 The Chicago Board of Education, upon examining our new State statutory mandate to provide bilingual education programs to all pupils whose proficiency level in the English language constitutes a barrier against full development of their learning potential, squarely faces the problems of implementation posed by that mandate as a challenge to our system's capability for relevancy, renovation and resourcefulness.

1.4 The Chicago Board of Education endorses U.S.

Senate Bill 2552, a measure designed to provide educational programs that regard the bilingual child as advantaged and provides the monolingual child opportunities for encounters which build academic and community strength. This Bill (Kennedy-Montoya Comprehensive Bilingual Education Amendments Act of 1973) is thorough in its systematic handling of the teacher training, the vocational education and adult education, and the research and experimentation components required to build an effective bilingual education system.

1.5 The Chicago Board of Education urges the Illinois State Legislature to conduct a critical review of the relation between the need for bilingual education in the State and the existing human and institutional resources available for meeting that need, and to proceed immediately to legislate further provisions regarding the development of related training programs at our State's post-secondary institutions, and provide full funding for those programs.

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1.6 The Chicago Board of Education resolves that a copy of this Resolution be submitted by the Chicago Board of Education at the next meeting of the National School Boards Association to seek national endorsement for the principles herein adopted.

Sources of Information

Representative List of Government-Funded Bilingual Education Program Offices

Arizona

Douglas Bilingual-Bicultural Program, Title VII
Douglas School District Number 27
P.O. Box #1237
Douglas, Arizona 85607

California

(BABEL) Bay Area Bilingual Education League
Berkeley Unified School District
1414 Walnut Street
Berkeley, California 94709

A Bilingual Approach to Secondary Curriculum Reform
Coachella Valley Joint Union High School District
73-333 Shadow Mt. Dr.
Palm Desert, California 92260

Double Bilingual-Bicultural Program
Hayward Unified School District
P.O. Box 5000
Hayward, California 94544

Bilingual Children's Television (BC/TV)
Berkeley Unified School District
Orday Building, Suite 2350
2150 Valdez Street
Oakland, California 94612

Colorado

Project Juntos
Arkansas Valley Board of Co-op Education Services
210½ Santa Fe Avenue
La Junta, Colorado 81050

Connecticut

Exito
Hartford Board of Education
249 High Street
Hartford, Connecticut 06103

Bilingual Foundation for School Success
Bridgeport Public Schools
Columbus School
275 George Street
Bridgeport, Connecticut 06604

Florida

Spanish Curricula Development Center
Dade County Public Schools
1420 Washington Avenue
Miami Beach, Florida 33139

Illinois

Department of Government Funded Programs
Board of Education
City of Chicago
228 North LaSalle Street, Room 1130
Chicago, Illinois 60601

Indiana

Bilingual Education Program
East Chicago Public Schools
1611 East 140th Street
East Chicago, Indiana 46312

Massachusetts

Bilingual Education for Elementary Spanish-and-English-Speaking Children
Chelsea School Department
Williams School, Walnut Street
Chelsea, Massachusetts 02150

Bilingual Middle School Research and Development Center Project
Fall River Public Schools
128 Hartwell Street
Fall River, Massachusetts 02721

Michigan

Detroit's Comprehensive Bilingual and Bicultural Education Program
Detroit City School District
5057 Woodward
Detroit, Michigan 48202

New Mexico

Bilingual Early Childhood Program
Clovis Municipal Schools
420 West Grand
Clovis, New Mexico 88101

New York

Bilingual (Dual-Bilingual) Education Program
New York City Community School District #5
433 West 123rd Street
New York, New York 10027

Bilingual Education in a Team Teaching Non-Graded Environment
New York City School District #16
1010 Lafayette Avenue
Brooklyn, New York 11221

Bilingual Program in Auxiliary Services for High Schools
New York City Board of Education, Office of High Schools
198 Forsyth Street, Room 513
New York, New York 10002

A Bilingual School Complex
Right to Read Bilingual Program
New York City Community School District #8
1967 Turnbull Avenue
New York, New York 11221

New York City Bilingual Consortium (Project BEST)
New York City Board of Education
110 Livingston Street
Brooklyn, New York 11201

Non-Graded, Early Childhood, Bilingual/Bicultural Education Program
Beacon City School District
88 Sargent Avenue
Beacon, New York 12508

New Jersey

New Brunswick Bilingual Education -- Better Communication
New Brunswick Board of Education
24 Bayard Street
New Brunswick, New Jersey 08901

Puerto Rico

Bilingual Education Program
Bayamon Sur School District
Department of Education
Hato Rey, Puerto Rico 00919

Texas

Eagle Pass Elementary Bilingual Program
Eagle Pass Independent School District
San Luis School, 2090 William Street
Eagle Pass, Texas 78852

Project ABLE
Abilene Independent School District
842 Mockingbird
Abilene, Texas 79603

Robstown I.S.D. Bilingual Education Program
Robstown Independent School District
801 North First Street
Robstown, Texas 78380

To Be Bi-Lingual Is To Be Bi-Cultural
Brownsville Consolidated Independent School District
1102 East Madison
Brownsville, Texas 78520

Un Paso Mas Adelante
San Diego Independent School
609 Labbe Avenue
San Diego, Texas 78384

Washington

Training Migrant Paraprofessionals in "Bilingual Mini Head Start"
Intermediate School District #104 (Ephrata, Washington)
Box 2367
Pasco, Washington 99302

Representative List of Distributors of Information on Bilingual Education

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Bilingual Education
Dade County Public Schools
1410 N. E. A 2 Avenue
Miami, Florida 33132

Bilingual Education Services
P.O. Box 669
1508 Oxley Street
South Pasadena, California 91030

Bilingual Education Program
(Title VII)
Bureau of Elementary and Secondary Education
U.S. Office of Education
Department of Health, Education and Welfare
Washington, D.C. 20202

Dissemination Center for Bilingual Bicultural Education
6504 Tracor Lane
Austin, Texas 78721

Early Childhood Bilingual Education
Ferkauf Graduate School of Humanities and Social Sciences
Yeshiva University
55 Fifth Avenue
New York, N.Y. 10003

Instituto de Cultura
Puertorriquena
Box 4184
San Juan, Puerto Rico 00905

International Center for Research on Bilingualism
Cite Universitaire
Quebec 10, P.Q., Canada

International Educational Materials
P.O. Box 777
Valley Center, California 92082

Materiales en Marcha
2950 National Avenue
San Diego, California 92113

Puerto Rican Research and Resource Center
1529 Connecticut Avenue, N.W.
Washington, D.C. 20036

Southwest Educational Development Laboratory
800 Brazos Street
Austin, Texas 78767

Southwestern Cooperative Educational Laboratory
117 Richmond Drive, N.E.
Albuquerque, New Mexico 87106

Part Five

BIBLIOGRAPHY

Department of Curriculum

Board of Education of the City of Chicago

Department of Curriculum materials are prepared primarily for use by teachers in the Chicago public schools. These may be obtained through orders placed by the school principal. Limited quantities of curriculum materials, however, are available to organizations and individuals outside the Chicago public schools on a not-for-profit basis to cover the cost of printing, handling, and mailing. School systems in the state of Illinois are entitled to a 20 percent discount when the order is written on school letterhead over the signature of the principal or administrator.

Requests for materials must be submitted in writing and prepaid. Checks should be made payable to the Board of Education, City of Chicago. No taxes are charged for these materials. All orders should be sent to the Department of Curriculum, Board of Education, City of Chicago, 228 N. LaSalle Street, Room 822, Chicago, Illinois 60601.

The following is a list of Department of Curriculum materials pertaining to bilingual-bicultural education.

LANGUAGE ARTS

Elementary Level

Commodity Number		Title	Unit Price
0138		Teaching of Reading to Children Whose First Language Is Not English: Supplement to Reading Guide, Elementary School (1974)	$1.25

PROGRAMS FOR NON-ENGLISH-SPEAKING CHILDREN

Elementary and Secondary Level

0209	FT	Curriculum Guide for English as a Second Language, 7-12 (ESL) (1972)	

FT Field test; copies restricted to Chicago public schools.

Commodity Number		Title	Unit Price
		Elementary Level	
0208	FT	Curriculum Guide for Teaching English as a Second Language, K-6 (TESL) (1972)	
0210		A Prototype for Bilingual Education in the Chicago Public Schools (1971)	$1.00
0211		Suggested Activities in Language Arts for Non-English-Speaking Children (1970)	$2.25
0212		Suggested Activities in Mathematics for Non-English-Speaking Children (1970)	$2.50
0213		Suggested Activities in Science for Non-English-Speaking Children (1970)	$1.75
0214		Suggested Activities in Social Studies for Non-English-Speaking Children (1970)	$3.00
0215		Human Relations, In-Service, and Communications Materials for Programs for Non-English-Speaking Children (1970)	$1.50
0221		Ideas for Teachers of Non-English-Speaking Children: A Handbook, K-8 (1974)	$1.75
0222		*Handbook for Teachers of Spanish Language Arts, K-3	
		SOCIAL STUDIES	
		Elementary Level	
0338		The Ethnic Factor in the Elementary Social Studies (1973)	N/C
		Secondary Level	
0311		Curriculum Guide for Afro-American History (1970)	$2.00
0329		Asian Studies (leaflet--1973)	N/C
0326		Asian Studies: Unit I--Asian Man and His Environment (1972)	$1.75

FT Field Test; copies restricted to Chicago public schools.
*Available at a later date.

Commodity Number	Title	Unit Price
0328	Asian Studies: Unit II--Cultural Patterns of Asian Man (1973)	$2.00
0330	*Asian Studies: Unit III--Political Patterns of Asian Man	
0327	Ethnic Studies Process--Pilot Program--Greek, Italian, Polish (1972)	$3.00
0314	Curriculum Guide for Latin American History: Unit I--Geography of Latin America; Unit II--Pre-Columbian Indian Cultures; Unit III--The Iberian Heritage of Latin America (1969)	$1.00
0315	Curriculum Guide for Latin American History: Unit IV--Puerto Rico; Unit V--Mexico (1971)	$1.25
0316	Curriculum Guide for Latin American History: Unit VI--The Caribbean Nations (1972)	$1.00

GUIDANCE

1405	El Proximo Paso (leaflet--1973)	N/C

INFORMATION OF SPECIAL INTEREST TO TEACHERS AND ADMINISTRATORS

1705	Handbook for Puerto Rico Exchange Teachers (1970)	$1.00
1706	Puerto Rican Culture As It Affects Puerto Rican Children in Chicago Classrooms (1970)	$1.00

ITEMS OF GENERAL INTEREST

1815	La Conducta del Alumno y la Disciplina: El Extracto para los Alumnos y los Padres (leaflet--1970)	N/C
1817	Dias Escolares, Dias Felices: Un Manual para Padres (1971)	N/C

*Available at a later date.

Orders from the Chicago public schools for the following materials should be directed to the Division of Supplies.

Commodity Number	Title	Unit Price
1822	Comprendiendo el Informe del Progreso Continuo de Su Hijo (leaflet--1973)	N/C
	Programa de Kindergarten del Progreso Continuo (report card--1973)	N/C
	Programa de Primaria del Progreso Continuo (report card--1973)	N/C

Department of Government Funded Programs

Board of Education of the City of Chicago

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Publications are prepared in the Department of Government Funded Programs as a means of disseminating information about government-funded programs in Chicago to government officials and school systems, on a local and nationwide basis; parents and other community members; and interested members of the general public. Publications are available free of charge. Requests should be submitted in writing and sent to the Department of Government Funded Programs, Board of Education, City of Chicago, 228 N. LaSalle Street, Room 1130, Chicago, Illinois 60601.

The following is a list of publications prepared in the Department of Government Funded Programs which may be of interest to persons involved in the field of bilingual-bicultural education.

Directory

Directory of Activities (1973-74) (published annually)

Guia de Actividades (1973-74)

Guides

A Guide to the Development of Bilingual Education Programs (1974)

A Guide to Program Audit (1974)

Flyers

A Title III ESEA Project - Board of Education - City of Chicago: Jose de Diego Community Bilingual Education Center (1974)

A Title III ESEA Project - Board of Education - City of Chicago: Ruben Salazar Community Bilingual Education Center (1974)

ESEA Title I: Information for Parents (1974)

Titulo I de ESEA: Informacion para los Padres (1974)

What's Happening in Government Funded Programs: Language in Transition. ESEA Title I Programs, Chicago Public Schools (1973)

What's Happening in Government Funded Programs: TESL-on-Wheels and Orientation and Language Development Centers. ESEA Title I Programs, Chicago Public Schools (1973)

General

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STUDENTS WHOSE FIRST LANGUAGE IS OTHER THAN ENGLISH OR SPANISH

District	Greek	Italian	Polish	Chinese	Yugoslav	German	Arabic	India	Filipino	Korean	Amer. Indian	Serb./Croat.	Japanese	French	Jordanian	Ukran/Russian	Hungarian	Thai	Portuguese	Iraqi	Total
1	282	103	35	52	82	75	23	24	7	39	3	6	27	-	7	1	6	-	3	14	789
2	195	4	11	69	16	15	2	47	28	20	3	4	68	4	-	-	5	-	4	4	499
3	342	26	28	60	98	134	35	57	105	77	43	9	30	7	14	-	12	10	3	6	1096
4	226	487	49	10	8	12	9	4	3	10	4	-	2	-	-	6	1	-	-	-	831
5	218	273	305	26	44	97	33	5	13	18	12	-	6	7	23	10	1	-	1	-	1092
6	13	132	162	23	48	21	10	6	54	4	25	5	3	3	-	10	-	-	9	-	528
7	18	17	127	15	16	20	4	7	17	9	13	-	4	4	3	-	1	-	-	-	275
9	4	40	20	2	-	6	-	14	5	9	-	7	-	9	-	4	-	6	-	-	126
10	5	4	19	-	17	2	7	-	-	-	-	15	-	1	-	-	-	-	3	-	73
11	-	-	-	287	-	-	-	6	7	-	-	-	1	-	-	-	-	-	-	-	301
12	63	57	123	4	10	13	47	6	8	-	-	4	-	-	6	-	1	-	-	-	342
14	-	3	-	-	2	-	-	3	-	-	-	-	-	4	-	-	-	-	-	-	12
15	62	29	34	3	6	9	147	16	1	4	-	4	1	5	7	2	-	1	-	-	331
16	-	2	1	-	-	3	-	-	-	-	-	-	-	-	-	5	-	-	-	-	11
17	39	55	44	-	78	5	3	-	12	-	4	158	5	11	1	-	-	1	4	-	420
18	8	4	-	-	1	1	-	-	2	1	-	-	-	1	-	-	-	-	-	-	18
19	1	9	17	12	9	6	9	4	-	-	3	2	1	-	-	-	-	-	1	-	74
20	-	-	-	2	-	-	3	-	-	-	-	-	-	2	-	-	-	-	-	-	7
21	5	4	7	10	5	1	-	3	-	49	2	-	1	-	-	2	1	5	1	-	96
22	8	2	1	-	-	-	-	-	-	-	-	-	-	44	-	-	-	-	-	-	55
24	134	25	23	272	57	38	34	170	112	112	213	4	104	7	14	5	4	7	-	-	1335
25	1	207	44	6	5	1	4	7	8	25	-	-	-	1	1	2	1	1	1	1	316
26	7	89	27	10	5	18	21	4	-	1	1	-	1	-	-	1	-	-	1	-	186
27	2	3	3	-	-	-	-	-	-	-	-	-	-	9	-	-	1	-	-	-	18
TOTAL	1633	1575	1080	863	507	477	391	383	382	378	326	218	254	119	76	48	34	31	31	25	8831

NOTE: Other languages represented in the Chicago Public Schools include: Albanian, Armenian, Bengali, Bulgarian, Burmese, Czech, Dutch, Flemish, Hawaiian, Hebrew, Latvian, Lithuanian, Norweigan, Persian, Roumanian, Slovak, Swedish, and Turkish.

Source: Survey of Pupils Whose First Language Is One Other Than English, Board of Education, City of Chicago, September 28, 1973.

CHICAGO PUBLIC SCHOOLS

FOREIGN LANGUAGE SURVEY - 1973*

GENERAL PURPOSE

- To identify those pupils who need additional help in English due to foreign language backgrounds.

  NOTE: This is not a survey of students who speak more than one language.

CRITERIA FOR IDENTIFICATION

- Poor English language structure
- Limited vocabulary
- Confused interpretation of idiomatic expressions
- Lack of ability to discriminate among prepositions
- One or more years below grade level in reading due to foreign language background.

DATE OF SURVEY

- September 28, 1973

FORMAT OF RESULTS

- Pages 1-3 — Tables I, II and III - Pupils with English language deficiencies are listed according to their foreign language backgrounds and are related to (a) total membership, (b) elementary level, and (c) high school level for 1973 and 1972.
- Pages 4-5 — Tables IV and V - Pupils with English language deficiencies are identified by their foreign language backgrounds and are related to the total number of deficiencies by levels for 1973 and 1972.
- Page 6 — Table VI - Spanish-speaking pupils with English language deficiencies are identified by country of origin and by levels for 1973 and 1972.
- Page 7 — Table VII - Frequency distribution of schools and branches (units) by level.

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*Survey of Pupils Whose First Language Is One Other Than English, September 28, 1973, Bureau of Administrative Research, Board of Education, City of Chicago.

SURVEY HIGHLIGHTS

- Of the 538, 708 pupils surveyed, 54,755 (10.2%) are in need of additional help in English due to foreign language backgrounds - an increase of 10.8% (5,338) over the 1972 total of 9.0%

- The number of elementary pupils with English language deficiencies increased by 4,936 pupils (+11.7%); the high school level increased by 402 students

- A total of 659 schools and branches were included in the survey - 577 on the elementary level and 82 on the secondary level

- One hundred seventy-three (173) schools and branches (units) had more than 10% of their memberships speaking a language other than English as a first language - 155 on the elementary level and 18 on the high school level

- Fifty-seven (57) units had 40% or more of their student bodies with English language deficiencies.

ELEMENTARY LEVEL - PUPILS WITH SPANISH BACKGROUND

- Ten percent (10.0%) or 39,654 of the elementary pupils speak Spanish as a first language - an increase of 4,202 (+11.8%) over 1972

- Approximately 84% (83.9%) of the elementary pupils with English language deficiencies are of Spanish background

- Country of family origin - Puerto Rico 19,313 (48.7%); Mexico 17,106 (43.1%); Cuba 1,654 (4.2%); other countries 1,581 (4.0%)

- Numerical increases in all country classifications with the exception of Cuba which noted decrease

- Districts with largest percentages - District 6 (54.8%); District 19 (38.1%); District 17 (20.0%)

- Schools with largest number of Spanish-speaking pupils - Von Humboldt and branch (2,013); Phil Sheridan (1,718)

- Schools with largest percentage of Spanish-speaking pupils - Phil Sheridan (94.1%); Komensky (92.5%); Walsh (86.0%); Jirka (85.7%)

SECONDARY LEVEL - PUPILS WITH SPANISH BACKGROUND

- Of 142,081 students in secondary schools, 5,599 speak Spanish as a first language - an increase of 250 (+4.7%)

- Country of family origin - Puerto Rico (43.6%); Mexico (41.0%); Cuba (8.1%); other countries (7.3%). Mexican and Cuban percentages rose while Puerto Rican declined.

PUPILS WITH FOREIGN LANGUAGE BACKGROUNDS OTHER THAN SPANISH

- On the elementary level, 7,620 pupils have foreign language backgrounds other than Spanish - an increase of 734 over 1972

- On the secondary level, 1,882 students are in this category - an increase of 152

- An additional 2,566 elementary school pupils and 410 secondary students speak as their first language one of the following languages:

Albanian	French	Portuguese
Arabic	Hawaiian	Roumanian
Armenian	Hebrew	Russian
Bengali	Hungarian	Serbian
Bulgarian	Iraqi	Slovak
Burmese	Korean	Swedish
Chinese	Latvian	Tagalog
Croatian	Lithuanian	Thai
Czech	Norwegian	Turkish
Dutch	Persian	Ukrainian
Flemish		Yugoslavian

PUPILS WITH ENGLISH LANGUAGE DEFICIENCIES
DUE TO FOREIGN LANGUAGE BACKGROUNDS

1973 - 1972

TABLE I - TOTAL SCHOOL MEMBERSHIP*

	1973		1972	
TOTAL SCHOOL MEMBERSHIP	538,708		548,514	
	No.	%	No.	%
PUPILS WITH TOTAL DEFICIENCIES	54,755	10.2	49,417	9.0
SPANISH	(45,253)	(8.4)	(40,801)	(7.4)
GREEK	(1,730)	(.32)	(1,669)	(.30)
ITALIAN	(1,565)	(.29)	(1,468)	(.26)
POLISH	(963)	(.17)	(894)	(.16)
CHINESE	(896)	(.16)	(889)	(.16)
GERMAN	(476)	(.08)	(387)	(.07)
LANGUAGE OF INDIA .	(376)	(.06)	(288)	(.05)
AMERICAN INDIAN ...	(261)	(.04)	(269)	(.04)
JAPANESE	(259)	(.04)	(232)	(.04)
OTHER	(2,976)	(.55)	(2,520)	(.45)

*1972 survey data included pupils in regular schools only
1973 data include pupils in all schools

TABLE II - ELEMENTARY LEVEL MEMBERSHIP**

	1973		1972	
ELEMENTARY LEVEL MEMBERSHIP ...	396,627		410,171	
	No.	%	No.	%
ELEMENTARY LEVEL PUPILS WITH DEFICIENCIES	47,274	11.9	42,338	10.3
SPANISH	(39,654)	(10.0)	(35,452)	(8.6)
GREEK	(1,379)	(.34)	(1,313)	(.32)
ITALIAN	(1,283)	(.32)	(1,245)	(.30)
POLISH	(579)	(.14)	(566)	(.13)
CHINESE	(688)	(.17)	(684)	(.16)
GERMAN	(338)	(.08)	(315)	(.07)
LANGUAGE OF INDIA	(341)	(.08)	(264)	(.06)
AMERICAN INDIAN	(237)	(.05)	(171)	(.04)
JAPANESE	(209)	(.05)	(197)	(.04)
OTHER	(2,566)	(.64)	(2,131)	(.51)

**1972 data included pupils in regular elementary schools only
1973 data includes all pupils on the elementary level

TABLE III - HIGH SCHOOL LEVEL MEMBERSHIP***

	1973		1972	
HIGH SCHOOL LEVEL MEMBERSHIP	142,081		138,343	
	No.	%	No.	%
HIGH SCHOOL LEVEL STUDENTS WITH DEFICIENCIES	7,481	5.3	7,079	5.1
SPANISH	(5,599)	(3.9)	(5,349)	(3.9)
GREEK	(351)	(.24)	(356)	(.25)
ITALIAN	(282)	(.19)	(223)	(.16)
POLISH	(384)	(.27)	(328)	(.23)
CHINESE	(208)	(.14)	(205)	(.14)
GERMAN	(138)	(.09)	(72)	(.05)
LANGUAGE OF INDIA	(35)	(.03)	(24)	(.01)
AMERICAN INDIAN	(24)	(.01)	(98)	(.07)
JAPANESE	(50)	(.03)	(35)	(.02)
OTHER	(410)	(.28)	(389)	(.28)

***1972 data included students in general and vocational high schools only
1973 data includes all students on the high school level

PUPILS WITH ENGLISH LANGUAGE DEFICIENCIES IDENTIFIED BY THEIR FOREIGN LANGUAGE BACKGROUNDS AND RELATED TO TOTAL NUMBER OF DEFICIENCIES

1973 - 1972

TABLE IV - ELEMENTARY LEVEL+

	1973		1972	
	No.	%	No.	%
ELEMENTARY LEVEL PUPILS WITH DEFICIENCIES	47,274	100.0	42,338	100.0
SPANISH	(39,654)	(83.9)	(35,452)	(83.7)
GREEK	(1,379)	(2.9)	(1,313)	(3.1)
ITALIAN	(1,283)	(2.7)	(1,245)	(2.9)
POLISH	(579)	(1.2)	(566)	(1.3)
CHINESE	(688)	(1.5)	(684)	(1.6)
GERMAN	(338)	(.7)	(315)	(.8)
LANGUAGE OF INDIA	(341)	(.7)	(264)	(.7)
AMERICAN INDIAN	(237)	(.5)	(171)	(.4)
JAPANESE	(209)	(.5)	(197)	(.5)
OTHER	(2,566)	(5.4)	(2,131)	(5.0)

+1972 data include pupils in regular elementary schools only
1973 data includes all pupils on the elementary level

TABLE V - HIGH SCHOOL LEVEL++

	1973		1972	
	No.	%	No.	%
HIGH SCHOOL LEVEL STUDENTS WITH DEFICIENCIES	7,481	100.0	7,079	100.0
SPANISH	(5,599)	(74.8)	(5,349)	(75.5)
GREEK	(351)	(4.7)	(356)	(5.0)
ITALIAN	(282)	(3.8)	(223)	(3.2)
POLISH	(384)	(5.1)	(328)	(4.6)
CHINESE	(208)	(2.8)	(205)	(2.9)
GERMAN	(138)	(1.8)	(72)	(1.0)
LANGUAGE OF INDIA	(35)	(.5)	(24)	(.4)
AMERICAN INDIAN	(24)	(.3)	(98)	(1.4)
JAPANESE	(50)	(.7)	(35)	(.5)
OTHER	(410)	(5.5)	(389)	(5.5)

++1972 data included students in general and vocational high schools only
1973 data includes all students on the high school level

SPANISH-SPEAKING PUPILS WITH ENGLISH LANGUAGE DEFICIENCIES IDENTIFIED BY COUNTRY OF ORIGIN

1973 - 1972

TABLE VI - ELEMENTARY LEVEL+

	1973		1972	
	No.	%	No.	%
SPANISH PUPILS WITH ENGLISH LANGUAGE DEFICIENCIES	39,654	100.0	35,452	100.0
PUERTO RICO	(19,313)	(48.7)	(17,506)	(49.4)
MEXICO	(17,106)	(43.1)	(14,385)	(40.6)
CUBA	(1,654)	(4.2)	(1,986)	(5.6)
OTHER	(1,581)	(4.0)	(1,575)	(4.4)

HIGH SCHOOL LEVEL++

	No.	%	No.	%
SPANISH PUPILS WITH ENGLISH LANGUAGE DEFICIENCIES	5,599	100.0	5,349	100.0
PUERTO RICO	(2,441)	(43.6)	(2,439)	(45.6)
MEXICO	(2,294)	(41.0)	(2,099)	(39.2)
CUBA	(455)	(8.1)	(410)	(7.7)
OTHER	(409)	(7.3)	(401)	(7.5)

+1972 data include pupils in regular elementary schools only
1973 data include all pupils on the elementary level

++1972 data included students in general and vocational high schools only
1973 data includes all students on the high school level

TABLE VII - FREQUENCY DISTRIBUTION

NUMBER OF UNITS (SCHOOLS AND BRANCHES)

% OF ENGLISH LANGUAGE DEFICIENCIES	HIGH SCHOOL LEVEL	ELEMENTARY LEVEL	TOTAL
0 -	27	250	277
.1 - 4.9%	30	123	153
5.0 - 9.9%	7	49	56
10.0 - 14.9%	5	28	33
15.0 - 19.9%	4	21	25
20.0 - 29.9%	4	26	30
30.0 - 39.9%	3	25	28
40.0 - 49.9%	1	11	12
50.0 - 59.9%	0	13	13
60.0 - 69.9%	0	16	16
70.0 - 79.9%	1	6	7
80.0 - 89.9%	0	5	5
90.0 - 99.9%	0	3	3
100.0 - -	0	1	1
TOTAL	82	577	659

GOVERNMENT-FUNDED BILINGUAL-BICULTURAL PROGRAMS
CHICAGO PUBLIC SCHOOLS
1974-75

Area	District	School	Address	Lang. Other Than English	Funding Agency
A	17	Bowen, James H., High School	2710 E. 89th Street	Spanish	State
A	17	Sheridan, Philip H.	9035 S. Escanaba Ave.	Spanish	State
A	17	Thorp, James N.	8914 S. Buffalo Ave.	Spanish	State/Title VII
A	22	Sullivan, William K.	8255 S. Houston Ave.	Spanish	State
B	9	Irving, Washington	2140 W. Lexington St.	Spanish	State
B	9	Jackson, Andrew	820 S. Carpenter St.	Spanish	Title VII
B	9	McLaren, John	1500 W. Flournoy St.	Spanish	Title VII
B	10	Burns, Robert	2514 S. Central Pk.	Spanish	State
B	10	Farragut, David G., High School	2345 S. Christiana Ave.	Spanish	State
B	10	Gary, Joseph	3740 W. 31st St.	Spanish	State
B	10	Whitney, Eli	2815 S. Komensky Ave.	Spanish	State
B	11	Haines, John C.	247 W. 23rd Pl.	Chinese	State
B	12	Davis, Nathan S.	3014 W. 39th Pl.	Spanish	State
B	15	Libby, Arthur A.	5300 S. Loomis St.	Spanish/Arabic	State
B	15	Fulton, Robert	5300 S. Hern tage Ave.	Spanish	State
B	19	Cook County Juvenile Temporary Detention Center (Formerly Arthur J. Audy Home)	1100 S. Hamilton Ave.	Spanish	State
B	19	Cooper, Peter	1624 W. 19th St.	Spanish	State
B	19	Cooper Upper Grade Center	1645 W. 18th Pl.	Spanish	State

Area	District	School	Address	Lang. Other Than English	Funding Agency
B	19	Froebel, Friedrich W., Branch of Harrison High School	2021 W. 21st St.	Spanish	State
B	19	Hammond, Charles G.	2819 W. 21st Pl.	Spanish	State
B	19	Harrison, Carter H., High School	2850 W. 24th St. Blvd.	Spanish	State
B	19	Jirka, Frank, Jr.	1420 W. 17th St.	Spanish	State/Title VII
B	19	Hidalgo y Costilla, Miguel, Bilingual Education Center, Branch of Jungman	1626 S. Miller St.	Spanish	State
B	19	Komensky, John A.	2001 S. Throop St.	Spanish	Title VII/State
B	19	McCormick, Cyrus H.	2712 S. Sawyer Ave.	Spanish	State
B	19	Pickard, Josiah L.	2301 W. 21st Pl.	Spanish	State
B	19	Plamondon, Ambrose	1525 S. Washtenaw Ave.	Spanish	State
B	19	Salazar, Ruben, Bilingual Education Center	3316 S. Ashland Ave.	Spanish	State/Title VII
B	19	St. Vitus Language Orientation Center, Branch of Jirka	1815 S. Paulina	Spanish	State
B	19	Spry, John	2400 S. Marshall Blvd.	Spanish	State
B	19	Walsh, John A.	2015 S. Peoria St.	Spanish	State
B	26	Hamline, John H.	4747 S. Bishop St.	Spanish	State
B	26	Seward, William H.	4600 S. Hermitage Ave.	Spanish	Title VII
B	26	Sherman, William T.	5116 S. Morgan St.	Spanish	State

Area	District	School	Address	Lang. Other Than English	Funding Agency
C	2	Kilmer, Joyce	6700 N. Greenview Ave.	Spanish	State
C	2	Gale, Stephen	1631 W. Jonquil Terr.	Spanish	State
C	3	Budlong, Lyman	2701 W. Foster Ave.	Greek	State
C	3	Hawthorne, Nathaniel	3319 N. Clifton Ave.	Spanish	State
C	3	Lake View High School	4015 N. Ashland Ave.	Spanish	State
C	3	McPherson, James B.	4728 N. Wolcott Ave.	Spanish	State/Title VII
C	3	Greeley, Horace	3805 N. Sheffield Ave.	Spanish	State
C	3	Morris, Robert	919 W. Barry Ave.	Spanish	State/Title VII
C	3	Nettlehorst, Louis	3252 N. Broadway	Spanish	State/Title VII
C	3	LeMoyne, John V.	851 W. Waveland Ave.	Spanish	State
C	4	Lewis, Leslie	1431 N. Leamington Ave.	Spanish	State
C	4	Lovett, Joseph	6333 W. Bloomingdale Ave.	Greek/Italian	State
C	4	Nash, Henry H.	4837 W. Erie St.	Spanish	State
C	5	Brentano, Lorenz	2723 N. Fairfield Ave.	Spanish	State
C	5	Mozart, Wolfgang	200 N. Hamlin Ave.	Spanish	State
C	6	Andersen, Hans Christian	1148 N. Honore St.	Spanish	State
C	6	Burr, Jonathan	1621 W. Wabansia Ave.	Spanish	State
C	6	Carpenter, Philo	1250 W. Erie St.	Spanish	State

Area	District	School	Address	Lang. Other Than English	Funding Agency
C	6	Columbus, Christopher	1003 N. Leavitt St.	Spanish	State
C	6	Chase, Salmon	2021 N. Po nt St.	Spanish	State
C	6	Chopin, Frederic	2450 W. Rice St.	Spanish	State
C	6	Drummond, Thomas	1845 W. Courtland St.	Spanish	State
C	6	Diego, Jose de, Bilingual Education Center	1520 N. Claremont Ave.	Spanish	State/Title VII
C	6	Goethe, J. W. von	2236 N. Rockwell St.	Spanish	State
C	6	Lafayette, M. Jean de	2714 W. Augusta Blvd.	Spanish	State
C	6	Mitchell, Ellen	2233 W. Ohio St.	Spanish	State
C	6	Moos, Bernhard	1711 N. California Ave.	Spanish	State
C	6	Otis, James	525 N. Armour St.	Spanish	State
C	6	Peabody, Elizabeth P.	1444 W. Augusta Blvd.	Spanish	Bd. Funded and Title VII
C	6	Sabin, Albert R.	2216 W. Hirsch St.	Spanish	State
C	6	Talcott, Mancel	1840 W. Ohio St.	Spanish	State
C	6	Clemente, Roberto, High School	1147 N. Western Ave.	Spanish	State/Title VII
C	6	Von Humboldt, Alexander	2620 W. Hirsch St.	Spanish	State
C	6	Wells, William H., High School	936 N. Ashland Ave.	Spanish	State
C	6	Wicker Park	2009 W. Schiller St.	Spanish	State
C	6	Yates, Richard	1839 N. Richmond St.	Spanish	State

Area	District	School	Address	Lang. Other Than English	Funding Agency
C	6	Yates, Upper Grade Center	1839 N. Richmond St.	Spanish	State
C	6	Kosciuszko, Thaddeus	1424 N. Cleaver St.	Spanish	State/Title VII
C	7	Agassiz, Louis J.	2851 N. Seminary Ave.	Spanish	State
C	7	Mulligan, James A.	1855 N. Sheffield Ave.	Spanish	State
C	7	Newberry, Walter L.	700 W. Willow St.	Spanish	State
C	7	Mayer, Oscar F.	2250 N. Clifton Ave.	Spanish	State
C	7	Waller, Robert A., High School	2039 N. Orchard St.	Spanish	State
C	8	King, William H.	740 S. Campbell Ave.	Spanish	State
C	24	Brennemann, Joseph	4251 N. Clarendon Ave.	Spanish	State
C	24	Goudy, William C.	5120 N. Winthrop Ave.	Chinese	State
C	24	Marti, Jose, Bilingual Education Center, Branch of Goudy	5126 N. Kenmore Ave.	Spanish	State
C	24	Senn, Nicholas, High School	5900 N. Glenwood Ave.	Spanish, Chinese, and Korean	State
C	24	Stewart, Graeme	4525 N. Kenmore Ave.	Spanish, Chinese, Korean, Tagalo, and Japanese	State
C	24	Swift, George B.	5900 N. Winthrop Ave.	Spanish	State
C	25	Cameron, Daniel R.	1234 N. Monticello Ave.	Spanish	State
C	25	Lowell, James Russell	3320 W. Hirsch St.	Spanish	State
C	25	Nobel, Alfred	4127 W. Hirsch St.	Spanish	State